

CTE Standards Unpacking Broadcast Technology

Course: Broadcast Technology

Course Description: Broadcast Technology explores the ever-changing world of television, radio, entertainment, and commercial video performance. Students gain valuable insight into the careers of broadcast journalism in news, sports, and entertainment. Students will gain industry experience by writing scripts, filming, editing, and producing original performances. Students will work in collaborative teams to produce video projects using relevant A/V equipment and editing software. Special emphasis is placed on creativity, writing, and the editing process.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: None

Program of Study Application: This is a second level pathway course in the Arts, A/V Technology and Communications Career Cluster, Printing Technology/Journalism & Broadcasting; Telecommunications/A-V Technology and Film; and Performing Arts pathways. It is preceded by the Introduction to Arts, A/V Technology, and Communications cluster class. It may be followed up with any pathway level 3 or 4 class or a Capstone Experience.

<i>INDICATOR #BT 1: Explore career opportunities, copyright laws, ethics, and safety in the broadcast field</i>		
<i>SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking):</i> Analyze and evaluate various careers in the broadcast field		
<i>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</i> Distinguish broadcast journalism copyright laws and ethics		
<i>SUB-INDICATOR 1.3 (Webb Level: 1 Recall):</i> Identify safety concerns and soft skills in the field of broadcast journalism		
Knowledge (Factual): -Career opportunities available -Copyright laws specific to broadcast journalism -Employability skills -Safety considerations with broadcast equipment.	Understand (Conceptual): -Career pathway options within local, regional, national and global communities. -Why laws exist to protect media and people. -Ethically capturing video footage. -Safe handling of broadcast equipment. -Effective communication	Do (Application): -Research career opportunities. -Identify resources available for copyrighted materials. -Practice safe handling procedures when using broadcast equipment. -Conduct mock interviews. -Demonstrate effective

	(written and verbal).	and appropriate interactions with employers and audience
--	-----------------------	--

Benchmarks:

Students will be assessed on their ability to:

- Create a presentation showcasing a career or a variety of careers available in the Broadcast field.
- Demonstrate employability skills applicable to broadcast journalism.
- Create a safety checklist for studio and field broadcasting.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	-Broadcast Journalism presentation
SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	-Career presentation of Broadcast field

INDICATOR #BT 2: Demonstrate proper use and terminology of broadcast equipment

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Summarize broadcast equipment and terminology

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Execute proper use of broadcast equipment

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-----------------------------	---------------------------------	--------------------------

<p>-Identify equipment used in broadcast.</p> <p>-Function of various broadcast equipment used.</p>	<p>-Importance and/or impact of proper use of equipment on the finished product.</p>	<p>-Properly use broadcast equipment.</p> <p>-Use industry specific terminology for broadcast media.</p> <p>-Set-up equipment to meet guidelines.</p> <p>-Maintain equipment.</p> <p>-Troubleshoot technical issues.</p> <p>-Properly take down and store equipment.</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Prepare a presentation using appropriate terminology, demonstrating the proper use of the equipment. • Create a checklist of steps, including industry-specific terminology, to meet project expectations. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>L.6 Acquire and use accurately general academic and domain-specific words</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Steps with industry-specific terminology</p> <p>-Demonstration of proper use of equipment using correct terminology of</p>	

and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	career
---	--------

INDICATOR #BT 3: Create original broadcast performances		
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Produce media project using broadcasting tools and terminology		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze and evaluate students' broadcasts		
Knowledge (Factual): -Various video genres. -Criteria for video evaluation. -Story development process. -Production Crew positions. -Duties of production crew. -Different types of broadcast.	Understand (Conceptual): -Workflow of video production (pre-production, production, post-production). -When and how to employ video genres	Do (Application): -Create a story through character and plot. development -Use storyboard to visually display storyline. -Self-evaluation of media project. -Group evaluation of media project.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Collaboratively develop a broadcast project using the story development process. 		
Academic Connections		
ELA Literacy and/or Math Standard	Sample Performance Task Aligned to	

<p>(if applicable, Science and/or Social Studies Standard):</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions</p> <p>SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>the Academic Standard(s):</p> <p>-Group discussion to plan story development process</p> <p>-Evaluation of broadcast project</p>
--	--

INDICATOR #BT 4: Compare and contrast professional broadcasts		
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Evaluate professional broadcasts		
<p>Knowledge (Factual):</p> <p>-Elements that make a professional broadcast.</p>	<p>Understand (Conceptual):</p> <p>-The impact of videography techniques, audio, writing, style, and organization have on the end result of a broadcast.</p>	<p>Do (Application):</p> <p>-Working collaboratively, use a rubric to analyze professional broadcasts.</p>
<p>Benchmarks:</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Compare and contrast multiple professional broadcasts, and present results. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Multiple professional broadcasts evaluations</p>	

SL.2. Integrate multiple sources of information presented in diverse formats and media	-Analyze professional broadcasts
--	----------------------------------

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

<https://www.cteonline.org/curriculum/outline/video-production-model/z6VxhG>

<http://libguides.bc.edu/copyright/bestpractices>

<http://video101course.com/>

<http://www.schooljournalism.org/>

<http://www.jeadigitalmedia.org/guide-to-broadcast-video/>

<http://www.schooljournalism.org/making-the-grade-tips-to-assess-students-in-broadcast-journalism/>

Radio Broadcast Rubric

<http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc>

10 Ideas for Classroom Video Projects <http://educationaltechnology.ca/couros/2127>

20 Video Project Ideas <http://ditchthattextbook.com/2014/02/06/20-video-project-ideas-to-engage-students/>

Media Resources <http://www.mediacollege.com>

Radio Broadcast Rubric -

<http://www.lkstevens.wednet.edu/cms/lib03/WA01001468/Centricity/Domain/98/Radio%20Broadcast%20Rubric.doc>

How to set up equipment and studio

(<https://www.youtube.com/watch?v=GX4NT5PrZj8>)

TV Studio Safety Procedures (http://class.csueastbay.edu/tvstudio/safety_guide.pdf)

Reading Guide for Contracts (<http://cashmoneylife.com/read-sign-understand-contract/>)

Broadcast Legal and Ethics (<http://cybercollege.com/tvp067.htm>)

Copyright laws (<http://www.copyright.gov/title17/>)

Teaching Copyright (<https://www.teachingcopyright.org/curriculum/hs>)

SD MY LIFE (www.sdmylife.com)

National Association of Broadcasters (www.nab.org)

SD Broadcasters Association (www.sdba.org)